



# Environmental Health Disparities and Environmental Justice Meeting

July 29-31, 2013 | NIEHS, Bldg. 101, Rodbell Auditorium | Research Triangle Park, NC

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## Morning Workshops

### *Best Practices for Community-Engaged Research: Including Louisiana Coastal Communities in the Research Agenda*

**Presenters:** Tarase Carter, *Tulane University*  
Farah A. Arosemena, *Tulane University*  
Jauna Crear, *Crear Law Firm*

**Room:** D450

**Topic:** Community-Engaged Research

**Abstract:**

The training workshop will target how the Crescent Region Covering Kids & Families Coalition transitioned into a community-academic initiative and became the Crescent Region Collaborative Coalition. The integration of the coalition and the collaborative problem-solving framework into the Tulane University Center for Environmental Health, Leadership, and Strategic Initiatives was an evolutionary step based upon the need for Global Environmental Health Sciences faculty to garner skills and knowledge relating to community engagement, community engaged research, and community-based participatory research. As these skills are increasingly in demand at academic institutions, it was a natural transition to embed these essential components across funded projects. In 2012, representatives from five urban and rural Southeast Louisiana parish community-based groups participated in a coalition leadership team planning meeting designed to identify elements of an effective community-academic partnership to address health disparities more holistically, rather than from a silo-driven approach. Realizing that stakeholder investment is maximized when community leaders and the academic investigative team commit to the benefits to be derived and contributions to be made by the partnership, the Crescent Region Collaborative was formed. Key elements of partnership building, social advocacy, and navigation to services by way of the Coalition have been closely explored to uncover programmatic facilitators and potential barriers that can significantly impact program sustainability and future planning.



## ***Community-Academic Engagement through Community Monitoring by Neighborhood Assessment Teams (“A” Teams) and Production of CBPR Manual***

**Presenters:** Andrea Hricko, *University of Southern California*  
Carla Truax, *University of Southern California*  
Jessica Tovar, *Long Beach Alliance for Children with Asthma*  
Miranda Chien-Hale, *Occidental College*

**Room:** Rodbell C

**Topic:** Community-Engaged Research

### **Abstract:**

In collaboration with community partners in THE Impact Project, USC has developed several neighborhood assessment teams, or A-Teams. These teams are made of community/EJ group staff and volunteers (paid with stipends) who count traffic and measure ultrafine particles. Team members attend several training sessions by USC and UCLA scientists who are members of the NIEHS-funded Southern California Environmental Health Sciences Center (Center). This “street science,” coupled with new USC and UCLA epidemiologic studies linking traffic exposures to higher levels of asthma and reduced lung function, as well as low birth weight and premature babies, helped build the science base for this work. The A-Team members have presented their findings to community members and policymakers. But perhaps more importantly, the team members have become empowered by their A-Team efforts because they report a deeper understanding of the science and are more comfortable sharing their results through public speaking. The EJ and community groups also have offered extensive training on environmental health and community organizing issues to the team members. Most of the members are Latinas, speak Spanish as their first language, are mothers of children with asthma, and some have only a high school education. They have become effective community leaders advocating for clean air policies through these community-academic collaborative efforts. The COEC and the community organizations have produced an instruction manual on community-based research, featuring case studies of their experiences. It is in English and Spanish and intended to serve as a resource for other organizations.

Participants in this workshop will experience an A-Team training. They will handle the P-Trak portable air monitors (taking measurements outside), review field protocols and use them to count traffic (as displayed on a video monitor), record real-time P-trak measurements, see a demonstration of P-Trak graphing techniques, and review the instruction manual regarding CBPR techniques for investigating traffic pollution.



## *Cumulative Impacts and Children's Environmental Health*

**Presenter:** Amy D. Kyle, *University of California, Berkeley*

**Room:** Rodbell A

**Topics:** Translation, Communication, Dissemination  
Cumulative Risk Exposure

### **Abstract:**

The objective of this workshop is to examine cumulative impacts with children's environmental health.

Many children face disparities considered under the rubric of cumulative impacts: environmental exposures, interaction of environmental exposures with psychosocial factors, and effects at the individual and community level. In addition, children are often more susceptible to effects of such exposures, and early life exposures contribute to disease throughout the life course. Consequently, the most impacted populations may be children in environmental justice communities or other such contexts.

The workshop has four parts:

1. Technical update on the evolution and current status of methods for assessing and addressing cumulative impacts/risks (20 min. presentation; 10 min. questions and comments)
2. Technical update and discussion of current findings about the susceptibility of children to cumulative impacts (20 min. presentation; 10m questions and comments)
3. Discussion of needs to better assess and address cumulative impacts and children's environmental health (20 min.)
4. Identification of key next steps (10 min.)

This is based in part on a symposium that took place in January 2013 in Sacramento involving the western Children's Environmental Health Research Centers and Pediatric Environmental Health Specialty Units.

Critical points are to incorporate additional needs of children and significance of early life exposure in approaches used to examine cumulative impacts and health disparities. This workshop would pose a great opportunity to get feedback and coalescence of thinking about best approaches.

A long term goal would be to bring together researchers and activists from the children's environmental health and the environmental justice/health disparities/cumulative impacts (and risks) communities for further collaboration and investigation in the future.



## ***Enhancing Engagement in Community Research with Theatre of the Oppressed***

**Presenters:** John Sullivan, *University of Texas Medical Branch, Galveston*  
Bryan Parras, *T.E.J.A.S. – Texas Environmental Justice Advocacy Services*

**Room:** E226

**Topics:** Community-Engaged Research  
Translation, Communication, Dissemination  
Cumulative Risk Exposure

**Abstract:**

Workshop will offer overview of basic concepts/techniques used in applying Theatre of the Oppressed (TO) to Community Engaged Research, particularly with reference to translation, communication, and dissemination of research findings/environmental health guidelines, and implementation of major values and principles of CBPR within the community research social dynamic. Applied use of TO techniques will focus on creation of community ethnographies keyed to overarching concepts of environmental justice, social determinants of health/health disparities, and special vulnerabilities within populations. Ethnography building culminates in a "thick description" of cumulative risk from the community perspective in terms of how multiple stressors bear on the life-ways of an environmental justice community. We will also unpack the social dynamic among researchers, community advocates, and residents using Image Theatre (a special application of TO).



## ***From Theory to Practice: Successful Communication Approaches That Build Trust***

**Presenters:** Nancy Palate, *California Department of Public Health*

**Room:** Keystone Building, Room 3118

**Topic:** Translation, Communication, Dissemination

### **Abstract:**

The purpose for this workshop is to provide participants with ideas for the practical application of standards such as the national standards for Culturally and Linguistically Appropriate Services (CLAS) in health care while conducting community outreach and education. These standards were published in 2001 by the Department of Health and Human Services Office of Minority Health as a way to address the needs of racial, ethnic, and linguistic population groups that experience unequal access to health care services. The California Department of Public Health has implemented the principles of the CLAS standards in a number of projects that involve Environmental Justice communities.

During the workshop, one or more examples of the California Department of Public Health's approaches will be presented and discussed. At the end of the workshop participants will be able to identify ways in which a message can be communicated, translated, and disseminated to make sure that the targeted communities are reached.

The workshop will consist of a 15 minute round of introductions and icebreaker, a 15 minute presentation, 30 minutes of an interactive small-group activity, and 30 minutes of a round table discussion/Q&A session where participants will be sharing information and their best-practices or examples in which their programs, agencies, and/or organizations have contributed to eliminate the racial and ethnic health or environmental disparities.



## ***Macroepigenetics Research and Intervention Design in Action***

**Presenters:** Renee Dufault, *Food Ingredient and Health Research Institute*  
Zara Berg, *Fort Peck Community College*

**Room:** Keystone Building, Room 3003

**Topics:** Community-Engaged Research  
Translation, Communication, Dissemination

### **Abstract**

The objective of the workshop is to teach participants how to use a macroepigenetics research method to design community-based studies and interventions to promote dietary changes and reductions in disease prevalence. Participants will be introduced to the concept of epigenetics through a 17 minute NOVA video clip. They will learn to access and utilize two important government databases to identify specific factors contributing to disease development via a small group exercise. They will see an example of the development of a successful macroepigenetic model to explain autism prevalence (Dufault et al., 2012). A handout will be provided that gives an example of a successful study and educational intervention to reduce pre-diabetes in a small Indian community using a macroepigenetic approach. Through discussion in their small groups, participants will plan a study and educational intervention to determine the role of at least one diet related factor in the development of one of the following disease conditions: autism, cardiovascular disease, ADHD, and type-2 diabetes.





## *Using Research Data to Educate, Advocate, and Organize: Community-Academic Collaboration as a Way to Enhance EJ Campaigns*

**Presenters:** Beverly-Xaviera Watkins, *Weill Cornell Medical College*  
Damaris Reyes, *Good Old Lower East Side - GOLES*  
David Shuffler, *Youth Ministries for Peace and Justice*

**Room:** Rodbell B

**Topics:** Community-Engaged Research  
Research Deserts

### **Abstract:**

Failures in community-academic collaboration are largely related to four areas:

- *Inequitable distribution of financial and intellectual resources* — increased and uncompensated time demand on the community partner
- *Inequitable decision-making processes* — a lack of transparency in the process of planning, implementing, and disseminating of results that renders the community partners role in the research as advisory
- *Inequitable distribution of risks and rewards* — inadequate disclosure of project specific community risks in research, such as stigmatization, and of potential community impact of remediation efforts (for example, the mandatory evacuation of housing after exposures are identified) and/or exclusion from the rewards of research such as data ownership, publication input, and authorship
- *Inequitable burdens* — failure of either the academic or community partner to fulfill its obligation to the partnership in particular bidirectional capacity building

The objective of this interactive workshop is to examine a set of best practices that community-based organizations can use as a blueprint for engaging in environmental health research. Participants will learn strategies to ensure that: 1. The community drives the research conceptualization process from inception, in collaboration with the academic partner; 2. The community sets the research agenda based upon its needs, concerns, and priorities 3. The academic partner provides adequate scientific expertise, assistance, and support; 4. The research data collected can be used to educate, advocate, and organize the community. The workshop will be led by two local NYC community leaders currently engaged in building EJ campaigns using environmental health research data from the NIEHS-funded GOLES EJ Collaborative and NIMHD/EPA-funded Environmental Health Disparities Research Core at Weill Cornell Medical College.

### **Skills Building:**

#### **Step 1: Deciding Whether to Partner with Researchers**

##### Assess the benefits and risks of collaborating

- Evaluate the research partnership using the CACSH partnership self-assessment tool





## Using Research Data to Educate, Advocate, and Organize (cont'd)

- Collaboratively develop the research agenda in a theory of change logic model workshop
- Create a detailed work plan that outlines all of your project responsibilities and the data and support you will receive from the research
- Ensure that you will have adequate financial and intellectual resources to complete the work

### Step 2: Defining the Community's EJ Issues

#### Identify local environmental and health concerns

- Create an Environmental Health Community Profile that can be used to educate community members including elected officials
- Conduct interviews with community members and community and government leaders
- Rank environmental issues based on community concerns and priorities
- Gauge community mistrust and distrust of research

### Step 3: Creating an EJ Campaign Work Plan

#### Determine what changes in policies, systems, and power dynamics could address these issues

- Develop strategies to address identified community mistrust and distrust of research
- Select target environmental issues for the campaign
- Define the set of conditions that cause these issues
- Discuss potential opposition and barriers to change
- Set campaign goals, strategies, and tactics
- Use research data to bolster campaign

### Step 4: Building a Base through Community Outreach

#### Invest residents in the environmental justice campaign

- Conduct One on Ones to facilitate ownership of the issues
- Door knock and phone bank to build support and gauge resistance
- Hold community meetings to provide information and answer questions
- Foster the growth of residents as campaign leaders
- Engage local government leaders to support campaign and advocate for policy change

### Step 5: Developing an Environmental Justice Campaign Toolbox

#### Capitalize on campaign success and failure

- Use the research data to educate community members and community and government leaders
- Conduct interviews to get community feedback on the campaign and the collaboration
- Identify campaign plan strengths and weaknesses
- Discuss and monitor resultant changes in policy, systems, and power dynamics
- Develop a tracking system to identify emerging community environmental health concerns and threats
- Evaluate the research partnership using the CACSH partnership self-assessment tool



## Afternoon Workshops

### *Community Outreach and Collaboration with Philadelphia Inner City Neighborhoods Impacted by Former Lead Smelters*

**Presenters:** Barbara Allerton, *Pennsylvania Department of Health*  
Ana Pomales, *ATSDR- Agency for Toxic Substances and Disease Registry*  
Drew Serres, *New Kensington Community Development Corporation*

**Room:** D450

**Topics:** Translation, Communication, Dissemination  
Disease Outcomes

**Abstract:**

Former lead smelters pose a potential serious health risk for many children living near these former industrial sites, including the J.T. Lewis former lead smelter in inner city Philadelphia. This workshop will describe various collaborative and complimentary approaches the Pennsylvania Department of Health and the Agency for Toxic Substances and Disease Registry conducted in collaboration with the New Kensington Community Development Corporation and other agencies to address this important public health problem. This workshop will demonstrate the community mapping and planning techniques used in conjunction with a soil kitchen where backyard soil samples are tested for lead and other metals. We will help prepare people to run a soil kitchen-type workshop in their own communities, and participants will break out into groups to analyze relevant case studies and develop responses. Also, we will brainstorm how to utilize community mapping to improve outreach to health professionals and community members who live and work in the footprint of the former smelter. For the last part of the workshop, participants will create an action plan for their own event/program based on their community dynamics. This will allow us to see where people still have questions or issues. After completing these two activities, the groups will come back together and share what the main best practices they found to be useful (along with sharing our own).



## *Creating, Collecting, and Telling Our Stories: Tools for Multi-Stakeholder Engagement*

**Presenter:** Ogonnaya Dotson-Newman, *WE ACT for Environmental Justice, Inc.*

**Room:** Rodbell A

**Topics:** Community-Engaged Research  
Translation, Communication, Dissemination  
Cumulative Risk Exposure  
Research Deserts

**Abstract:**

You don't have to be a scientist or a researcher to find and use statistical info about your community. Harlem's WE ACT for Environmental Justice created an "Environmental Health Report Card" for advocacy and organizing. The Report Card combines health surveys, data from city, state and national agencies, and common sense. In this session, we'll examine how WE ACT developed and uses the Report Card. We will also explore what resources are out there to help you get started and what skills you might need to use these types of tools through a case study exercise.



## ***Environmental Health Research and Environmental Injustice: Do No Harm***

**Presenters:** Madeleine Kangsen Scammell, *Boston University School of Public Health*  
Naeema Muhammad, *North Carolina Environmental Justice Network*  
Steve Wing, *University of North Carolina, Chapel Hill*

**Room:** Rodbell B

**Topics:** Epidemiology  
Community-Engaged Research  
Translation, Communication, Dissemination

### **Abstract:**

This workshop will demonstrate a tool and a process for working with communities (i.e., potential community partners on CBPR) so that they are informed as to the risks of conducting research that may not answer their questions, may be a substantial drain on economic and human resources, and may produce data that could be used against them. This workshop will involve story telling and role playing, and will engage conference participants in the continuous development and evaluation of the tool.

We will use modules from a recently-released health studies guide, “Is a health study the answer for your community? A guide for making informed decisions” ([www.busrp.org/hsg](http://www.busrp.org/hsg)). The health studies guide is meant to assist community groups and individuals who think that some form of environmental health investigation or health study may be useful or necessary in their community. However, health studies may not help resolve a community's environmental problems, and they can delay action or distract from essential community organizing. Not all community problems are best addressed with research questions. And some useful investigations are not formal epidemiologic studies. The health studies guide was created with contributions from numerous individuals and environmental health organizations, with funding from NIEHS.



## *Evaluating PEPH Activities*

**Presenters:** Christie Drew, *National Institute of Environmental Health Sciences*  
Kristi Pettibone, *National Institute of Environmental Health Sciences*

**Room:** D250

**Topic:** Translation, Communication, Dissemination

### **Abstract:**

Identifying, evaluating, and reporting on activities, outputs, and impacts can be crucial in making the case for program success. However, measuring these kinds of activities and impacts presents several challenges. Grantees may struggle with knowing when to evaluate or with obtaining appropriate data. Other challenges may include storing, maintaining, and formatting data for analysis. Grantees may also be concerned with issues related to the attribution or contribution of their projects to an impact.

The purpose of this workshop is to provide grantees with an opportunity to obtain input and guidance on evaluating their work. Christie Drew, the Program Analysis Branch (PAB) Chief, and Kristi Pettibone, an evaluator in PAB will conduct training on evaluating PEPH work, using the PEPH Metrics Manual as a framework. We invite grantees to bring a specific project they are working on to this hands-on training. Examples might include challenging activities such as evaluating work related to advocacy, engagement, and policy. We will provide opportunities to discuss the projects in small groups, and staff from the program analysis branch will facilitate discussions at the small groups and will provide tailored technical assistance. Towards the end of the training, groups will report out on the strategies, metrics, and approaches identified.

Grantees who select to participate in this workshop are encouraged to contact Kristi Pettibone at [pettibonekg@niehs.nih.gov](mailto:pettibonekg@niehs.nih.gov) prior to the meeting to describe your project and your questions or challenges so that we can identify resources that may be helpful to you.



## ***Methods to Collect and Organize Information for Community-Based Cumulative Risk Assessments***

**Presenter:** Tim Barzyk, *U.S. Environmental Protection Agency*

**Room:** Rodbell C

**Topic:** Cumulative Risk Exposure

### **Abstract:**

The objective of the workshop is to work through a novel method to organize information, rank chemical and non-chemical stressors, and develop a to-do list to mitigate risks related to community-based cumulative assessments. The skill-building activity will be to have the group work through a "mock" cumulative risk assessment — building a partnership, considering a variety of chemical and socio-economic stressors, determining which stressors are most likely to occur and have the highest consequences, and determining feasible risk reduction actions. This method was developed with the assistance of community-based stakeholders and draws from current science of cumulative assessments. Ultimately, the EPA plans to develop this method into an online tool for widescale use, and would like to have as much collaborative feedback as possible during its final stages of development.



## ***Community Training to Inform Policy Makers about Environmental Exposures and Health***

**Presenters:** Amy J. Schulz, *University of Michigan*  
Donele Wilkins, *Green Door Initiative*  
Myra Tettah, *University of Michigan*

**Room:** D350

**Topics:** Translation, Communication, Dissemination  
Cumulative Risk Exposure

### **Abstract:**

Translation of research findings related to the impact of environmental exposures on health involves communication of those findings to policy and other decision makers (e.g., public health decision makers). Promoting new, and enforcing existing, policies that protect public health and promote environmental justice requires sustained attention, including education and effective advocacy. In this workshop, we will describe the design and implementation of policy advocacy trainings intended to build skills, leadership, and community capacity more broadly to advocate for policy changes that address environmental exposures. There will be a particular focus on building capacity among residents who experience disproportionate exposure to toxic environments. Specifically, we will describe the adaptation of policy advocacy training workshops initially developed by the Detroit Community-Academic Urban Research Center that are being offered to community groups and organizations actively addressing issues of environmental justice in Detroit through the Community Outreach and Education Core of the University of Michigan Lifetime Exposure and Adult Disease Core Center. We will describe the design and implementation of the workshops, the process of tailoring them to local groups' priority environmental issues, preliminary evaluation results, and lessons learned to date. The structure of the workshop will include presentation, demonstration, interactive discussion, and skill building through experiential learning activities. Finally, we will situate this work in the broader context of efforts to reduce lifetime exposures and promote health, with a particular focus on achieving environmental justice and health equity.

